

Annual Assessment Report 2008-2009 and Assessment Plan 2009-2010
MA in Education, Concentration in Physical Education
California State University, Stanislaus

Mission, Goals, Objectives

Mission

The Master of Arts in Education, Concentration in Physical Education program offers participants an environment in which they can develop as effective educational leaders. Being an effective educational leader in physical education not only means being competent in the subject matter and being able to integrate that content with appropriate pedagogical methods. It also includes being culturally knowledgeable and appreciative of the diversity among learners, being committed to self assessment and reflection, being partners, educational advocates, and learners at the school level and in the wider community, as well as being users of technology that enhances teaching and learning. Furthermore, it means understanding how to identify questions or problems in physical education, having the skills to research the question or problem, and being committed to sharing research-based knowledge to influence positive change.

Six Graduate Learning Goals

- a. Advanced knowledge, skills, and values appropriate to the discipline.
- b. Ability to be creative, analytical, critical thinkers.
- c. Ability to work as individual researchers/scholars as well as in collaboration with others in contributing to the scholarship of their disciplines, as appropriate.
- d. Relevant knowledge of the global perspectives appropriate to the discipline.
- e. Knowledge of new and various methods and technologies as appropriate to the discipline.
- f. Advanced oral and written communication skills, complemented, as appropriate to the discipline, by the ability to access and analyze the information from a myriad of primary, print, and technological sources.

Program Goals

The program goals/objectives/outcomes coincide and are directly aligned with the Graduate School Learning Goals (see objectives below).

Program Student Learning Objectives

Successful completion of the program will enable the students to accomplish the following:

1. Demonstrate a wide breadth and depth of knowledge, skills, and values appropriate to the discipline of physical education. (GSSLG 1)
2. Demonstrate creative, analytical, and critical thinking. (GSSLG 2)
3. Interpret, evaluate, and report, using advanced oral and written communication skills, published research appropriate to the discipline of physical education from a myriad of primary, print, and technological sources. (GSSLG 6)

4. Design and conduct research that contributes to the discipline of physical education. (GSSLG 3)
5. Demonstrate knowledge of new and various methods and technologies appropriate to the discipline of physical education. (GSSLG 5)
6. Demonstrate relevant knowledge of the global perspectives appropriate to the discipline of physical education. (GSSLG 4)

Curriculum Map

See the attached curriculum map for the alignment of courses with program outcomes, assessment methods, instructional emphases, and primary assessment methods.

Assessment Report 2008-09

- ❖ **What measures were used this year to determine that graduates have achieved the stated program learning objectives?**
 - **Identify evaluators (e.g., Accreditation, External Reviewers).**
The Program Coordinator and the Graduate Committee (comprised of faculty who teach and advise projects/theses in the program) are responsible for program assessment related to student achievement of program outcomes.
 - **Identify direct measures of student learning (e.g., assessments that are based on actual student work - tests, essays, thesis, and presentations).**
A compilation of student work samples such as the culminating experience (project/thesis), course projects, presentations, exams, and other various course assignments (see curriculum map) are used for the evaluation of student achievement of program outcomes.
 - **Identify indirect measures of student learning (e.g., assessments that are based on perceptions of student learning - surveys, interviews, focus groups, and course or program student evaluations).**
No indirect methods are currently included in the program assessment plan.
- ❖ **How did the program interpret the evidence found from each of the measures listed above? What was the process for interpreting the evidence?**
 - **Discuss when, how, and through what process program faculty analyzed the data collected.**
The academic year 2008-2009 was the third year that a program coordinator was assigned to the program. Prior to 2006, there was no faculty member assigned to the responsibilities of program assessment. The program assessment plan was developed by the program coordinator, in consultation with the newly constituted department Graduate Committee, during the academic year 2007-2008, and academic year 2008-2009 was the first year of implementation of the assessment plan with the collection of student work samples. The program only offers one concentration course per semester, so the program thus far has collected student work samples from two courses (PHED 5010: Sport

Administration and PHED 5020: Analysis of Sport Motion). The Department Graduate Committee Members are currently analyzing the student work samples independently, and the Committee will meet in August, 2009 to review collectively and discuss findings. The committee's interpretation of the findings will be shared and discussed with the Department at the fall retreat in September, 2009.

➤ **Describe the process for discussion and use of findings. What efforts were used during the past year to involve faculty and constituencies in assessment processes?**
Each committee member is using the various committee-developed rubrics to analyze the student work samples with respect to achievement of the program outcomes. The committee will discuss at the August, 2009 meeting individual findings and arrive at a summary report reflective of collective findings. These findings will be shared and discussed with the Department at its fall retreat. This process allows for and encourages participation in assessment discussion and programmatic decision-making by all faculty involved in the program.

❖ **Describe successful outcomes and any changes the program faculty have made or plan to make for improving student learning, curriculum, instruction delivery, and other elements of program effectiveness.**

The program is currently in the midst of its first cycle of analysis of the student work samples, so no programmatic decisions have yet been made based on that data.

❖ **If changes for improving the program or student learning were recommended, what resources will be needed to implement those changes effectively? What other challenges, if any, will impact the program's ability to effectively implement those changes?**

At this early point in the implementation of the assessment plan, it is not possible to project potential challenges or requisite resources for potential recommended changes.

Assessment Plan for AY 2009-10

❖ **Describe the program assessment plan including its design and implementation.**

➤ **Identify the program student learning objectives that will be assessed in the current plan and the rationale for assessing those objectives.**

Because of the relatively small program size (15 student maximum), the Graduate Committee has opted to assess all six program outcomes annually. As the program only offers one course in the concentration per semester, the committee has determined that this is manageable and that it will provide a more whole-picture snapshot of student achievement each year. In addition to evaluating all completed culminating projects/theses from academic year 2009-2010, student work samples from PHED 5030: Psychological and Sociological Issues in Sport and PHED 5050: Curriculum, Instruction, and Assessment in Physical Education will be analyzed.

- **Identify and describe the indirect measures (e.g., assessments that are based on perceptions of student learning - surveys, interviews, focus groups, course or program student evaluations) and direct measures (e.g., assessments of actual student learning - tests, essays, thesis, and presentations) that will be used to assess the program student learning objectives.**

Currently, the program assessment plan includes only direct measures, with no indirect measures incorporated. All the direct measures are indicated on the curriculum map, including culminating projects/theses and various course assignments. The Graduate Committee developed and uses rubrics to analyze the individual student work samples.

- **Identify how and when these measures will be implemented and the parties responsible for collecting and analyzing the data.**

The individual instructors of the two courses offered during the academic year 2009-2010 will collect the student work samples and disseminate to the Graduate Committee at the end of the academic year. The committee has agreed to analyze the student work during Summer 2010, and will meet in August, 2010 to discuss as a group and develop a summary report to share and discuss with the department at the fall retreat in September, 2010.

- **Identify any other assessment activities that will be carried out to assess the program student learning objectives (e.g., meetings, workshops, consultation, funding requests).**

The Department Graduate Committee is currently considering use of an external reviewer for the evaluation of the program. The Graduate Committee will discuss the use of an external reviewer at the August, 2009 meeting, and make a recommendation to the Department at the fall retreat in September, 2009. If the program faculty agree to the use of an external reviewer, the Program Coordinator will apply during the academic year 2009-2010 for funding to secure an external reviewer.